1. Use the tape diagram to model equivalent fractions. Fill in the blanks and answer the following questions.

4 sixths is equal to \( \frac{2}{3} \) thirds

\[
\frac{4}{6} = \frac{2}{3}
\]

The whole stays the same.

What happened to the size of the equal parts when there were less equal parts?
They got bigger.

What happened to the number of equal parts when the equal parts became larger?
There are less.

1 half is equal to \( \frac{4}{8} \) eighths

\[
\frac{1}{2} = \frac{4}{8}
\]

The whole stays the same.

What happened to the size of the equal parts when there were more equal parts?
They got smaller.

What happened to the number of equal parts when the equal parts became smaller?
You needed more.

2. 6 friends want to share three chocolate bars that are all the same size, represented by the 3 strips below. When the bars are unwrapped, the girls notice that the first chocolate bar is cut into 2 equal parts, the second is cut into 4 equal parts and the third is cut into 6 equal parts. How can the 6 friends share the chocolate bars equally, without breaking any of the pieces?

Well each friend gets \( \frac{1}{2} \) of a candy bar. There are 6 halves, some candy bars just have more pieces but \( \frac{1}{2} = \frac{3}{6} \) and \( \frac{1}{2} = \frac{2}{4} \) so 1 bar can be shared between 2 friends.
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Well each friend gets \( \frac{1}{2} \) of a candy bar. There are 6 halves, some candy bars just have more pieces but \( \frac{1}{2} = \frac{6}{12} \) and \( \frac{1}{2} = \frac{3}{6} \) so 1 bar can be shared between 2 friends.